

As of 8/23/05

No Child Left Behind Act of 2001 **Consolidated Formula Subgrant**

This application must be completed and submitted in addition to the EWEG application. The parallel application must be submitted to the County Office of Education/Abbott Office.

Fiscal Year 2006 Parallel Application

| | | | | |
|--------------------------------|------------------|---|------|--------|
| 1. LEA | | 1a. Project Code NCLB _____-06 | | |
| 2. County: | 2a. County Code: | 2b. Board Approval Date for Application Submission: | | |
| 3. Chief School Administrator: | | Tel. # | Fax: | Email: |
| 4. Project Director: | | Tel. # | Fax: | Email: |

Project Period: September 1, 2005 to August 31, 2006

Covered Programs

- Title I, Part A: *Improving Basic Programs Operated by Local Education Agencies*
- Title I, Part A: *School Improvement*
- Title I, Part D: *Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk*
- Title II, Part A: *Teacher and Principal Training and Recruiting Fund*
- Title II, Part D: *Enhancing Education Through Technology*
- Title III, Part A: *Grants and Subgrants for English Language Acquisition and Language Enhancement*
- Title III, Part A: *Supplemental Immigrant Student Aid*
- Title IV, Part A: *Safe and Drug-Free Schools and Communities Act*
- Title V, Part A: *Innovative Programs*

Abbott Districts-Only

- **District and School Report of Instructional Priorities Plans**
See <http://www.nj.gov/njded/abbotts/imp/guidance.pdf> for copy of Guidelines Document.

<http://www.state.nj.us/education>

(Select *Grants*; Select *Entitlement Grants*; Select *No Child Left Behind*)

Parallel Application Description

Note: This parallel application must be completed by all LEAs receiving NCLB funds. LEAs must submit all required pages based on the description provided below:

For All Applicants

- Cover Page
- Participants in Consultation & Collaboration in Application Development
- Equitable Access, Coordination of Programs and Participation
- District Needs Assessment
- FY 2005 Actual Performance Targets Achieved
- Description of Selected Priority Problems for the District Identified During the Needs Assessment
- Performance Goals and Indicators
- District Program Plan

For Title I Applicants approved for Schoolwide programs

- Checklist 1 for Schoolwide Programs
- Checklist 2 for Schoolwide Program Plans

For All Title I Applicants

- Title I – Parental Involvement and Notification

For Title I – Schools in Need of Improvement and Districts in Need of Improvement

- Title I – School in Need of Improvement School Needs Assessment
- Title I – School in Need of Improvement FY 2005 Actual Performance Targets Achieved
- Title I – School in Need of Improvement Description of Selected Priority Problems Identified During the Needs Assessment
- Title I – School in Need of Improvement Plan Report
 - School Improvement Plan Committee
 - Essential Elements
- Title I – School in Need of Improvement Program Plan
- Title I – District Plan to Support Schools in Need of Improvement
- Title I – School in Need of Improvement Plan Report Element for Corrective Action Schools (Year 4)
- Title I – School in Need of Improvement Planning for Restructuring (Year 5)
- Title I – School in Need of Improvement Supplemental Educational Services, *if applicable*
- Title I – District Improvement Plan Report for Districts in Need of Improvement

For Title III- Districts that have not met the Annual Measurable Achievement Objectives for two consecutive years

- Annual Measurable Achievement Objectives and Performance Goals
- Description of Selected Priority Problems for the District Identified
- District Improvement Plan

Abbott Districts Only—Refer to the Parallel Application Appendix on pages 35-37 for instruction on incorporating the 2005-06 district and school report on instructional priorities into the application.

PARTICIPANTS IN CONSULTATION & COLLABORATION IN APPLICATION DEVELOPMENT

LEA: _____

County: _____

Project Code: NCLB-_____-06

| Individual's Name | Individual's Title and Constituency Group Representing | Title I Part A ✓ | Title I Part D ✓ | Title II Part A ✓ | Title II Part D ✓ | Title III Part A ✓ | Title IV Part A ✓ | Title V Part A ✓ | Title VI Part A ✓ |
|---|--|------------------------|------------------------|-------------------------|-------------------------|--------------------------|-------------------------|------------------------|-------------------------|
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| | | | | | | | | | |
| If all constituent groups are not represented, explain why: | | | | | | | | | |



Check before proceeding that the following constituent groups are included, if applicable:

- | | | |
|--|--|---|
| <ul style="list-style-type: none"> Parents Community Private Schools participating Teachers Students Paraprofessionals Administrators Principals Pupil Services Personnel | <ul style="list-style-type: none"> State or Local Government Representatives Supervisors Medical Researchers Institutions of Higher Education Law Enforcement Mental Health Providers Experts in Drugs and Violence Community-Based Organizations | <ul style="list-style-type: none"> Municipal Alliance School Leadership Council Technology Representative Content Area (LAL & Math) Specialists |
|--|--|---|

EQUITABLE ACCESS, COORDINATION OF PROGRAMS AND PARTICIPATION

LEA: _____ **County:** _____ **Project Code: NCLB-** _____ **-06**

Equitable Access

Describe the steps that the LEA utilizes to ensure equitable access to and participation in its federally funded programs as required by GEPA427.

Coordination of Programs & Participation

Programs:

1. Describe how the services provided under the programs in this application are integrated with each other and coordinated with other programs funded under NCLB (Titles I, II-A, II-D, III, IV, V, VI) including other educational programs such as Title I Schoolwide Programs, IDEA, Perkins, McKinney, Abbott Report on Instructional Priorities, Even Start, Head Start, Reading First, Early Reading First, 21st Century Community Learning Centers Program and state and local programs.

Subgroups:

2. Describe how services will be coordinated for each of the following student, staff and parent populations: migrant and formerly migrant, homeless, limited English proficient, neglected and delinquent, youth at risk of dropping out, disabled, economically disadvantaged, early childhood, immigrant, paraprofessionals, teachers, and parents.

Participation:

3. Describe how the LEA will provide on-going consultation with the application participants throughout the project period.

DISTRICT NEEDS ASSESSMENT

LEA: _____

County: _____

Project Code: NCLB-_____-06

School: _____

Private School: _____

☐ Includes LEA and all Schools

☐ Includes consortium LEAs

☐ District in Need of Improvement

| | | Priority Problem # | Priority Problem | Population Categories | | | | | | | | | | | | | | | | | | | | | | |
|------------------------|---------------------------------------|--|------------------------------------|---------------------------------------|----------------------|--------------------|------------------------|---------------------------|----------------------------------|------------------|-------------|--------------|--------|-------------|----------------------|------------|----------------------|-----------------------------|------------------|------------------|----------------------|--------------------------|-------------------------------|--|--|--|
| | | | | A. All students | B. Disabled students | C. Early childhood | D. Econ. disadvantaged | E. Neglected / delinquent | F. Youth at risk of dropping out | G. Racial/ethnic | H. Homeless | I. Immigrant | J. LEP | K. Teachers | L. Paraprofessionals | M. Parents | N. Substance abusers | O. Perpetrators of Violence | P. Out-of-school | Q. Mental health | R. Gifted & Talented | S. Other (Specify) _____ | T. Selected Priority Problems | | | |
| Student Academic Needs | Core Curriculum Content Standards | 1 | Closing the achievement gap | | | | | | | | | | | | | | | | | | | | | | | |
| | | 2 | Early childhood education | | | | | | | | | | | | | | | | | | | | | | | |
| | | 3a | Language arts literacy and reading | | | | | | | | | | | | | | | | | | | | | | | |
| | | 3b | Mathematics | | | | | | | | | | | | | | | | | | | | | | | |
| | | 3c | Science | | | | | | | | | | | | | | | | | | | | | | | |
| | | 3d | Social studies | | | | | | | | | | | | | | | | | | | | | | | |
| | | 3e | Visual and performing arts | | | | | | | | | | | | | | | | | | | | | | | |
| | | 3f | Compr. Health & Physical Ed. | | | | | | | | | | | | | | | | | | | | | | | |
| | | 3g | World Languages | | | | | | | | | | | | | | | | | | | | | | | |
| | | 3h | Cross Content Workplace Readiness | | | | | | | | | | | | | | | | | | | | | | | |
| | | 4 | Technology Literacy | | | | | | | | | | | | | | | | | | | | | | | |
| Staff Needs | High Quality Professional Development | 5. Implementing the CCCS | 5a | Language Arts Literacy | | | | | | | | | | | | | | | | | | | | | | |
| | | | 5b | Mathematics | | | | | | | | | | | | | | | | | | | | | | |
| | | | 5c | Science | | | | | | | | | | | | | | | | | | | | | | |
| | | | 5d | Social studies | | | | | | | | | | | | | | | | | | | | | | |
| | | | 5e | Visual and performing arts | | | | | | | | | | | | | | | | | | | | | | |
| | | | 5f | Comprehensive Health & Physical Educ. | | | | | | | | | | | | | | | | | | | | | | |
| | | | 5g | World Languages | | | | | | | | | | | | | | | | | | | | | | |
| | | | 5h | Cross Content Workplace Readiness | | | | | | | | | | | | | | | | | | | | | | |
| | | | 6 | Effective classroom use of technology | | | | | | | | | | | | | | | | | | | | | | |
| | | | 7 | Standards-based assessment | | | | | | | | | | | | | | | | | | | | | | |
| | | | 8 | Instructional skills and strategies | | | | | | | | | | | | | | | | | | | | | | |
| | | | 9 | Mentoring | | | | | | | | | | | | | | | | | | | | | | |
| | 10 | Classroom management | | | | | | | | | | | | | | | | | | | | | | | | |
| | 11 | Using data/assess. to improve learning | | | | | | | | | | | | | | | | | | | | | | | | |
| | 12 | Working with parents | | | | | | | | | | | | | | | | | | | | | | | | |
| | Hiring, Recruiting and Retaining | | 13 | Highly qualified teachers | | | | | | | | | | | | | | | | | | | | | | |
| | | | 14 | Teachers in shortage areas | | | | | | | | | | | | | | | | | | | | | | |
| | | | 15 | Teachers in Math and Science | | | | | | | | | | | | | | | | | | | | | | |
| | | | 16 | Teachers to reduce class size | | | | | | | | | | | | | | | | | | | | | | |

| | | Priority Problem # | Priority Problem | Population Categories | | | | | | | | | | | | | | | | | | | | | | |
|---------------------------------------|----|--|---|-----------------------|----------------------|--------------------|------------------------|---------------------------|----------------------------------|------------------|-------------|--------------|--------|-------------|----------------------|------------|----------------------|-----------------------------|------------------|------------------|----------------------|--------------------------|-------------------------------|--|--|--|
| | | | | A. All students | B. Disabled students | C. Early childhood | D. Econ. disadvantaged | E. Neglected / delinquent | F. Youth at risk of dropping out | G. Racial/ethnic | H. Homeless | I. Immigrant | J. LEP | K. Teachers | L. Paraprofessionals | M. Parents | N. Substance abusers | O. Perpetrators of Violence | P. Out-of-school | Q. Mental health | R. Gifted & Talented | S. Other (Specify) _____ | T. Selected Priority Problems | | | |
| | | 17 | Qualified paraprofessionals | | | | | | | | | | | | | | | | | | | | | | | |
| | | 18 | Highly qualified personnel | | | | | | | | | | | | | | | | | | | | | | | |
| Problems Identified | | 19 | Alcohol use | | | | | | | | | | | | | | | | | | | | | | | |
| | | 20 | Drug use | | | | | | | | | | | | | | | | | | | | | | | |
| | | 21 | Tobacco use | | | | | | | | | | | | | | | | | | | | | | | |
| | | 22 | Violence | | | | | | | | | | | | | | | | | | | | | | | |
| | | 23 | Weapons | | | | | | | | | | | | | | | | | | | | | | | |
| | | 24 | Gang activity | | | | | | | | | | | | | | | | | | | | | | | |
| | | 25 | Delinquency | | | | | | | | | | | | | | | | | | | | | | | |
| | | 26 | Vandalism | | | | | | | | | | | | | | | | | | | | | | | |
| | | 27 | Suspensions, removals or expulsions | | | | | | | | | | | | | | | | | | | | | | | |
| | | 28 | Serious or persistent discipline problems | | | | | | | | | | | | | | | | | | | | | | | |
| Problems Identified | | 29 | Bullying | | | | | | | | | | | | | | | | | | | | | | | |
| | | 30 | Victimization | | | | | | | | | | | | | | | | | | | | | | | |
| | | 31 | Truancy/attendance | | | | | | | | | | | | | | | | | | | | | | | |
| | | 32 | Mental health | | | | | | | | | | | | | | | | | | | | | | | |
| | | 33 | Sex/gender issues | | | | | | | | | | | | | | | | | | | | | | | |
| | | 34 | Interpersonal conflict | | | | | | | | | | | | | | | | | | | | | | | |
| | | 35 | Intergroup conflict/bias | | | | | | | | | | | | | | | | | | | | | | | |
| | | 36 | Negative peer influence | | | | | | | | | | | | | | | | | | | | | | | |
| | | 37 | School safety | | | | | | | | | | | | | | | | | | | | | | | |
| | | 38 | School climate/environment | | | | | | | | | | | | | | | | | | | | | | | |
| Education reform & school improvement | | 40 | Reform projects/magnet schools | | | | | | | | | | | | | | | | | | | | | | | |
| | | 41 | Title I school improvement activities | | | | | | | | | | | | | | | | | | | | | | | |
| | | 42 | Smaller learning communities | | | | | | | | | | | | | | | | | | | | | | | |
| | | 43 | Academic achievement intervention | | | | | | | | | | | | | | | | | | | | | | | |
| | | 44 | Expansion of best practice models | | | | | | | | | | | | | | | | | | | | | | | |
| | | 45 | Cognitive/perceptual approaches | | | | | | | | | | | | | | | | | | | | | | | |
| | | 46 | Suppl. school improvement services | | | | | | | | | | | | | | | | | | | | | | | |
| | | Teacher Quality | 47 | Teacher Quality | | | | | | | | | | | | | | | | | | | | | | |
| Parental Options | 48 | Charter school planning/implementation | | | | | | | | | | | | | | | | | | | | | | | | |
| | 49 | Public school choice | | | | | | | | | | | | | | | | | | | | | | | | |
| | 50 | Same gender schools | | | | | | | | | | | | | | | | | | | | | | | | |
| | 51 | School safety support | | | | | | | | | | | | | | | | | | | | | | | | |
| Tech. & Ed. | 52 | Technology activities | | | | | | | | | | | | | | | | | | | | | | | | |

| | Priority Problem # | Priority Problem | Population Categories | | | | | | | | | | | | | | | | | | | |
|-----------------------------|--------------------|-------------------------------------|-----------------------|----------------------|--------------------|------------------------|---------------------------|----------------------------------|------------------|-------------|--------------|--------|-------------|----------------------|------------|----------------------|-----------------------------|------------------|------------------|----------------------|--------------------------|-------------------------------|
| | | | A. All students | B. Disabled students | C. Early childhood | D. Econ. disadvantaged | E. Neglected / delinquent | F. Youth at risk of dropping out | G. Racial/ethnic | H. Homeless | I. Immigrant | J. LEP | K. Teachers | L. Paraprofessionals | M. Parents | N. Substance abusers | O. Perpetrators of Violence | P. Out-of-school | Q. Mental health | R. Gifted & Talented | S. Other (Specify) _____ | T. Selected Priority Problems |
| Materials | | Instructional/educational materials | | | | | | | | | | | | | | | | | | | | |
| | 53 | | | | | | | | | | | | | | | | | | | | | |
| Students with special needs | 54 | Drop-out prevention | | | | | | | | | | | | | | | | | | | | |
| | 55 | Gifted and talented students | | | | | | | | | | | | | | | | | | | | |
| | 56 | Alternative education | | | | | | | | | | | | | | | | | | | | |
| | 57 | Community based programs | | | | | | | | | | | | | | | | | | | | |
| Literacy, & Adult Ed. | 58 | Adult literacy | | | | | | | | | | | | | | | | | | | | |
| | 59 | Economic education | | | | | | | | | | | | | | | | | | | | |
| | 60 | Pre-kindergarten programs | | | | | | | | | | | | | | | | | | | | |
| Community Involvement | 61 | Community service programs | | | | | | | | | | | | | | | | | | | | |
| | 62 | Parent/community involvement | | | | | | | | | | | | | | | | | | | | |
| | 63 | Service learning | | | | | | | | | | | | | | | | | | | | |
| Health Services | 64 | School nurses | | | | | | | | | | | | | | | | | | | | |
| | 65 | Mental health services | | | | | | | | | | | | | | | | | | | | |
| | 66 | CPR training | | | | | | | | | | | | | | | | | | | | |



☐ **Certification:** For Title I LEA/schools, Population Categories, items A-M have been annually assessed.

FY 2005 ACTUAL PERFORMANCE TARGETS ACHIEVED

LEA: _____ County: _____ Project Code: NCLB-_____-06

| 2005 Baseline Data and Performance Targets | 2005 Actual Outcomes |
|--|----------------------|
| | |

DESCRIPTION OF SELECTED PRIORITY PROBLEMS FOR THE DISTRICT IDENTIFIED DURING THE NEEDS ASSESSMENT

LEA: _____ County: _____ Project Code: NCLB- _____ -06

Description of Priority Problem

Target Population:

Targeted School(s):

CAPA Findings (include standard and indicator numbers):

AYP Indicator Missed:

Causes of Selected Problem:

Areas to be Measured:

Measurement Tool:

Identification of Data Sources:

Other Relevant Information:

Person Responsible for Implementing Improvement:

Priority Problem Codes: Population Letter and Problem Number _____

Description of Priority Problem

Target Population:

Targeted School(s):

CAPA Findings (include standard and indicator numbers):

AYP Indicator Missed:

Causes of Selected Problem:

Areas to be Measured:

Measurement Tool:

Identification of Data Sources:

Other Relevant Information:

Person Responsible for Implementing Improvement:

Priority Problem Codes: Population Letter and Problem Number _____

PERFORMANCE GOALS AND INDICATORS

Performance Goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

- 1.1 Performance indicator: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the State's assessment. [Note: These subgroups are those for which the ESEA requires state reporting, as identified in Section 1111(h)(1)(C)(i).]
- 1.2 Performance indicator: The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the state's assessment. [Note: These subgroups are those for which the ESEA requires state reporting, as identified in section 1111(h)(1)(C)(i).]
- 1.3 Performance indicator: The percentage of Title I schools that make adequate yearly progress.
- 1.4 Performance indicator: *



Performance Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

- 2.1 Performance indicator: The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year.
- 2.2 Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the state's assessment, as reported for performance indicator 1.1.
- 2.3 Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in mathematics on the state's assessment, as reported for performance indicator 1.2.
- 2.4 Performance indicator: The percentage of students making progress in learning English.
- 2.5 Performance indicator: *



Performance Goal 3: By 2005-2006, all students will be taught by highly qualified teachers.

- 3.1 Performance indicator: The percentage of classes being taught by "highly qualified" teachers (as the term is defined in Section 9101(23) of the ESEA), in the aggregate and in "high-poverty" schools (as the term is defined in Section 1111(h)(1)(C)(viii) of the ESEA).
- 3.2 Performance indicator: The percentage of teachers receiving high-quality professional development [as the term "professional development" is defined in Section 9101(34)].
- 3.3 Performance indicator: The percentage of paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) who are qualified. [See criteria in Section 1119(c) and (d).]
- 3.4 Performance indicator: *



Performance Goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.

- 4.1 Performance indicator: The number of persistently dangerous schools, as defined by the state.
- 4.2 Performance indicator: *



Performance Goal 5: All students will graduate from high school.

- 5.1 Performance indicator: The percentage of students who graduate from high school each year with a regular diploma 1) disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; 2) calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.
- 5.2 Performance indicator: The percentage of students who drop out of school, 1) disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and 2) calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.
- 5.3 Performance indicator: *

* LEA Derived Performance Indicator(s).

DISTRICT PROGRAM PLAN

LEA: _____

County: _____

Project Code: NCLB- _____ -06

Include Goals, Identified Needs, Performance Indicators, Performance Targets, Measurement Tools, and Program Activities Based on Scientifically Based Research.

| (1) Selected Priority Problem(s)/ Populations Identified During Needs Assessment Use Problem(s) Codes | (2) Performance Goal(s) and Indicator Code(s) | <ul style="list-style-type: none"> • <i>Annual Performance Target(s) for Each Year: 2006 and 2007</i> • <i>Actual Performance Target(s) Achieved From Prior Year</i> | | | (6) Scientifically Based Program <u>and</u> Activities | (7) CAPA Findings & Recommendations (include standard & indicator numbers only) | (8) AYP Indicator Missed |
|---|---|--|------------------------------|-----------------------------|--|---|--------------------------|
| | | (3) Baseline Data and Performance Target | (4) Actual Outcome from 2005 | (5) Measurement Tool/Method | | | |
| | | | | | | | |



Check Before Proceeding:

- Has an evaluation of 2005 NCLB activities been made for decision making for the 2006 planned activities for NCLB?
- For Title I programs and activities, reflect the reserved funds on the Title I Eligibility Page (see Web-enabled application), including those *mandated* by NCLB.

Title I

Checklist 1 for Schoolwide Programs

Districts with schools that operate approved schoolwide programs must comply with certain federal requirements. To consolidate Title I funds in a schoolwide program, the school(s) must meet all of the requirements listed in the chart below. Districts must complete a checklist for each school with a schoolwide program.

| District: School Name: | County: | |
|---|----------------|----|
| Federal Requirements | Yes | No |
| 1. Meets all federal health and safety requirements. | | |
| 2. Meets all civil rights requirements as provided in Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and Title II of the Americans with Disabilities Act of 1990. | | |
| 3. Implements extensive parent involvement activities as required under Title I. | | |
| 4. Meets all applicable private school student, teacher, and other education staff requirements. | | |
| 5. Meets Maintenance of Effort requirements as provided in Section 9521 of the ESEA. | | |
| 6. Meets the requirement of Comparability of Services as provided in Section 1120A(c). | | |
| 7. To meet the “supplement, not supplant” requirement, the school receives at least the same amount of state and local funds that, in the aggregate, it would have received in the absence of the schoolwide program, including funds needed to provide services that are required by law for children with disabilities and children with limited English proficiency. | | |

See Federal Register, July 2, 2004 (Volume 69, Number 127). www.access.gpo.gov

Title I

Checklist 2 for Schoolwide Program Plans

Approved schoolwide programs and annual updates, which are submitted to the county/Abbott offices for approval must include the required elements in the chart below. All components and required elements must be checked off. Complete a checklist for each schoolwide program.

District: _____ County: _____

School Name: _____

| Check | Title I Schoolwide Plan Required Components |
|-------|--|
| | Description of comprehensive needs assessment. |
| | Description of schoolwide reform strategies that are research based and aligned with the state content and performance standards. |
| | Description of instruction by highly qualified professional staff and retention strategies. |
| | Description of strategies to attract highly qualified teachers to low-performing schools. |
| | Description of the school-based professional development activities for teachers, aides, a pupil services personnel, parents, principals and other staff that is high quality and ongoing. |
| | Description of strategies to increase parental involvement. |
| | Description of the plans for assisting preschool children to make the transition from early childhood programs to local elementary school programs. |
| | Description of how teachers are included in decisions regarding the appropriate use of assessments to improve the performance of individual students and the overall instructional program. |
| | Description of the activities to ensure that during the school year students who have difficulty meeting performance standards are: 1) identified in a timely manner and 2) provided with effective assistance. |
| | Description of coordination and integration with other federal, state, and local services and programs. |
| | Other Requirements |
| | Description of how Title I and other resources will be used to implement the program. |
| | List of other state, federal and locally funded programs that will be included. |
| | Description of how the school will provide and interpret individual student assessment results for parents. |
| | Description of the method for collecting achievement and assessment data that are desegregated by gender, major ethnic or racial groups, limited English proficiency status, migrant students, and by children with disabilities as compared with other students, and economically disadvantaged students as compared with those who are not economically disadvantaged. |
| | Description of statistically sound methods of gathering such data. |
| | Provision for the public reporting of statistically sound data. |

TITLE I – PARENTAL INVOLVEMENT AND NOTIFICATION

LEA: _____ County: _____ NCLB- _____ -06

| Required Element | Yes | No | N/A |
|---|---------------|----|-----|
| 1. The LEA and school(s) have written parent involvement policies, developed in collaboration with parents of participating Title I students. | | | |
| 2. The policy is distributed to parents of participating Title I children, in an understandable and uniform format and, to the extent practicable, in a language the parents understand. * | Include Date: | | |
| 3. The policy is made available to the local community and updated periodically, at least yearly. | | | |
| 4. Parents are involved in the decision-making process to plan and implement a parental involvement program and activities to help improve student academic achievement and school performance. | | | |
| 5. Parental involvement strategies are coordinated with other programs. | | | |
| 6. The LEA and schools meet annually with parents of participating Title I students to evaluate the parental involvement policy to identify barriers to participation by parents (especially parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority) and design strategies for more effective parental involvement. | | | |
| 7. Parents of participating children are informed about the Title I programs, the school's curriculum, assessment measures, and proficiency levels. | | | |
| 8. The LEA and schools meet periodically with parents of participating students at convenient times and places, including morning or evening, to discuss topics relating to their child's education. | | | |
| 9. The school(s) and parents of participating students jointly develop a school-parent compact, which defines the shared responsibility for improving student academic achievement. | | | |

| Required Element | Yes | No | N/A |
|---|---------------|----|-----|
| 10. Parents have been notified promptly if their child's school has been designated as in need of improvement.*+ | Include Date: | | |
| 11. Parents have been notified of their right to request intradistrict public school choice.*+ | | | |
| 12. Parents of eligible students have been notified of the availability of supplemental educational services.*+ | | | |
| 13. Parents are notified at the beginning of the school year of their Right-to-Know the qualifications of their child's teachers and paraprofessionals.* | | | |
| 14. Parents have been notified if their child is being taught by a teacher who does not meet the NCLB definition of "highly qualified" after four consecutive weeks.* | | | |
| 15. Parents of limited English proficient children placed in a language instruction educational program have been notified, no later than 30 days after the start of the school year, of the reason for this placement and the child's level of proficiency.* | | | |

* Sample letters of these notifications are provided in the "Application Worksheets and Appendices."

+ Include copy with application.

Title I
Schools in Need of Improvement
and
Districts in Need of Improvement

These pages must be completed for the following:

- **Schools in need of improvement**
- **Districts with schools in need of improvement**
- **Districts in need of improvement**

TITLE I – SCHOOL IN NEED OF IMPROVEMENT

School Needs Assessment

(complete one form for each school in need of improvement)

LEA: _____

County: _____




Project Code: NCLB-_____-06

School: _____

| | | | Priority Problem # | Priority Problem | Population Categories | | | | | | | | | | | | | | | | | | | | |
|------------------------|---------------------------------------|--------------------------|------------------------------------|--|----------------------------|----------------------|--------------------|------------------------|---------------------------|----------------------------------|------------------|-------------|--------------|--------|-------------|----------------------|------------|----------------------|-----------------------------|------------------|------------------|----------------------|--------------------------|-------------------------------|--|
| | | | | | A. All students | B. Disabled students | C. Early childhood | D. Econ. disadvantaged | E. Neglected / delinquent | F. Youth at risk of dropping out | G. Racial/ethnic | H. Homeless | I. Immigrant | J. LEP | K. Teachers | L. Paraprofessionals | M. Parents | N. Substance abusers | O. Perpetrators of Violence | P. Out-of-school | Q. Mental health | R. Gifted & Talented | S. Other (Specify) _____ | T. Selected Priority Problems | |
| Student Academic Needs | Core Curriculum Content Standards | 1 | Closing the achievement gap | | | | | | | | | | | | | | | | | | | | | | |
| | | 2 | Early childhood education | | | | | | | | | | | | | | | | | | | | | | |
| | | 3a | Language arts literacy and reading | | | | | | | | | | | | | | | | | | | | | | |
| | | 3b | Mathematics | | | | | | | | | | | | | | | | | | | | | | |
| | | 3c | Science | | | | | | | | | | | | | | | | | | | | | | |
| | | 3d | Social studies | | | | | | | | | | | | | | | | | | | | | | |
| | | 3e | Visual and performing arts | | | | | | | | | | | | | | | | | | | | | | |
| | | 3f | Compr. Health & Physical Ed. | | | | | | | | | | | | | | | | | | | | | | |
| | | 3g | World Languages | | | | | | | | | | | | | | | | | | | | | | |
| | | 3h | Cross Content Workplace Readiness | | | | | | | | | | | | | | | | | | | | | | |
| Staff Needs | High Quality Professional Development | 5. Implementing the CCCS | 4 | Technology Literacy | | | | | | | | | | | | | | | | | | | | | |
| | | | 5a | Language Arts Literacy | | | | | | | | | | | | | | | | | | | | | |
| | | | 5b | Mathematics | | | | | | | | | | | | | | | | | | | | | |
| | | | 5c | Science | | | | | | | | | | | | | | | | | | | | | |
| | | | 5d | Social studies | | | | | | | | | | | | | | | | | | | | | |
| | | | 5e | Visual and performing arts | | | | | | | | | | | | | | | | | | | | | |
| | | | 5f | Comprehensive Health & Physical Educ. | | | | | | | | | | | | | | | | | | | | | |
| | | | 5g | World Languages | | | | | | | | | | | | | | | | | | | | | |
| | | | 5h | Cross Content Workplace Readiness | | | | | | | | | | | | | | | | | | | | | |
| | | | 6 | Effective classroom use of technology | | | | | | | | | | | | | | | | | | | | | |
| | | | 7 | Standards-based assessment | | | | | | | | | | | | | | | | | | | | | |
| | | | 8 | Instructional skills and strategies | | | | | | | | | | | | | | | | | | | | | |
| | | | 9 | Mentoring | | | | | | | | | | | | | | | | | | | | | |
| | | | 10 | Classroom management | | | | | | | | | | | | | | | | | | | | | |
| | | | 11 | Using data/assess. to improve learning | | | | | | | | | | | | | | | | | | | | | |
| | | | 12 | Working with parents | | | | | | | | | | | | | | | | | | | | | |
| | | | Hiring, Recruiting and Retaining | 13 | Highly qualified teachers | | | | | | | | | | | | | | | | | | | | |
| | | | | 14 | Teachers in shortage areas | | | | | | | | | | | | | | | | | | | | |
| 15 | Teachers in Math and Science | | | | | | | | | | | | | | | | | | | | | | | | |

| | | Priority Problem # | Priority Problem | Population Categories | | | | | | | | | | | | | | | | | | | |
|---------------------|---------------------------------------|--------------------|---|-----------------------|----------------------|--------------------|------------------------|---------------------------|----------------------------------|------------------|-------------|--------------|--------|-------------|----------------------|------------|----------------------|-----------------------------|------------------|------------------|----------------------|--------------------------|-------------------------------|
| | | | | A. All students | B. Disabled students | C. Early childhood | D. Econ. disadvantaged | E. Neglected / delinquent | F. Youth at risk of dropping out | G. Racial/ethnic | H. Homeless | I. Immigrant | J. LEP | K. Teachers | L. Paraprofessionals | M. Parents | N. Substance abusers | O. Perpetrators of Violence | P. Out-of-school | Q. Mental health | R. Gifted & Talented | S. Other (Specify) _____ | T. Selected Priority Problems |
| | | 16 | Teachers to reduce class size | | | | | | | | | | | | | | | | | | | | |
| | | 17 | Qualified paraprofessionals | | | | | | | | | | | | | | | | | | | | |
| | | 18 | Highly qualified personnel | | | | | | | | | | | | | | | | | | | | |
| Problems Identified | | 19 | Alcohol use | | | | | | | | | | | | | | | | | | | | |
| | | 20 | Drug use | | | | | | | | | | | | | | | | | | | | |
| | | 21 | Tobacco use | | | | | | | | | | | | | | | | | | | | |
| | | 22 | Violence | | | | | | | | | | | | | | | | | | | | |
| | | 23 | Weapons | | | | | | | | | | | | | | | | | | | | |
| | | 24 | Gang activity | | | | | | | | | | | | | | | | | | | | |
| | | 25 | Delinquency | | | | | | | | | | | | | | | | | | | | |
| | | 26 | Vandalism | | | | | | | | | | | | | | | | | | | | |
| | | 27 | Suspensions, removals or expulsions | | | | | | | | | | | | | | | | | | | | |
| | | 28 | Serious or persistent discipline problems | | | | | | | | | | | | | | | | | | | | |
| Problems Identified | | 29 | Bullying | | | | | | | | | | | | | | | | | | | | |
| | | 30 | Victimization | | | | | | | | | | | | | | | | | | | | |
| | | 31 | Truancy/attendance | | | | | | | | | | | | | | | | | | | | |
| | | 32 | Mental health | | | | | | | | | | | | | | | | | | | | |
| | | 33 | Sex/gender issues | | | | | | | | | | | | | | | | | | | | |
| | | 34 | Interpersonal conflict | | | | | | | | | | | | | | | | | | | | |
| | | 35 | Intergroup conflict/bias | | | | | | | | | | | | | | | | | | | | |
| | | 36 | Negative peer influence | | | | | | | | | | | | | | | | | | | | |
| | | 37 | School safety | | | | | | | | | | | | | | | | | | | | |
| | | 38 | School climate/environment | | | | | | | | | | | | | | | | | | | | |
| | | 39 | Risk factors | | | | | | | | | | | | | | | | | | | | |
| | Education reform & school improvement | 40 | Reform projects/magnet schools | | | | | | | | | | | | | | | | | | | | |
| | | 41 | Title I school improvement activities | | | | | | | | | | | | | | | | | | | | |
| | | 42 | Smaller learning communities | | | | | | | | | | | | | | | | | | | | |
| | | 43 | Academic achievement intervention | | | | | | | | | | | | | | | | | | | | |
| | | 44 | Expansion of best practice models | | | | | | | | | | | | | | | | | | | | |
| | | 45 | Cognitive/perceptual approaches | | | | | | | | | | | | | | | | | | | | |
| | | 46 | Suppl. school improvement services | | | | | | | | | | | | | | | | | | | | |
| | | 47 | Teacher Quality | | | | | | | | | | | | | | | | | | | | |
| | Parental Options | 48 | Charter school planning/implementation | | | | | | | | | | | | | | | | | | | | |
| | | 49 | Public school choice | | | | | | | | | | | | | | | | | | | | |
| | | 50 | Same gender schools | | | | | | | | | | | | | | | | | | | | |

| | | Priority Problem # | Priority Problem | Population Categories | | | | | | | | | | | | | | | | | | | |
|----|-----------------------------|--------------------|-------------------------------------|-----------------------|----------------------|--------------------|------------------------|---------------------------|----------------------------------|------------------|-------------|--------------|--------|-------------|----------------------|------------|----------------------|-----------------------------|------------------|------------------|----------------------|--------------------------|-------------------------------|
| | | | | A. All students | B. Disabled students | C. Early childhood | D. Econ. disadvantaged | E. Neglected / delinquent | F. Youth at risk of dropping out | G. Racial/ethnic | H. Homeless | I. Immigrant | J. LEP | K. Teachers | L. Paraprofessionals | M. Parents | N. Substance abusers | O. Perpetrators of Violence | P. Out-of-school | Q. Mental health | R. Gifted & Talented | S. Other (Specify) _____ | T. Selected Priority Problems |
| | Tech. & Ed. Materials | 51 | School safety support | | | | | | | | | | | | | | | | | | | | |
| | | 52 | Technology activities | | | | | | | | | | | | | | | | | | | | |
| | | 53 | Instructional/educational materials | | | | | | | | | | | | | | | | | | | | |
| | Students with special needs | 54 | Drop-out prevention | | | | | | | | | | | | | | | | | | | | |
| | | 55 | Gifted and talented students | | | | | | | | | | | | | | | | | | | | |
| | | 56 | Alternative education | | | | | | | | | | | | | | | | | | | | |
| | | 57 | Community based programs | | | | | | | | | | | | | | | | | | | | |
| | Literacy, & Adult Ed. | 58 | Adult literacy | | | | | | | | | | | | | | | | | | | | |
| | | 59 | Economic education | | | | | | | | | | | | | | | | | | | | |
| | | 60 | Pre-kindergarten programs | | | | | | | | | | | | | | | | | | | | |
| | Community Involvement | 61 | Community service programs | | | | | | | | | | | | | | | | | | | | |
| | | 62 | Parent/community involvement | | | | | | | | | | | | | | | | | | | | |
| | | 63 | Service learning | | | | | | | | | | | | | | | | | | | | |
| | Health Services | 64 | School nurses | | | | | | | | | | | | | | | | | | | | |
| | | 65 | Mental health services | | | | | | | | | | | | | | | | | | | | |
| 66 | | CPR training | | | | | | | | | | | | | | | | | | | | | |

-  ☐ **Certification:** For Title I schools in need of improvement, Population Categories, items A-M have been annually assessed.
-  A needs assessment must be completed and included for each school in need of improvement.
-  All student subgroups not meeting AYP MUST be identified as a priority problem and addressed in the program plan.

TITLE I – SCHOOL IN NEED OF IMPROVEMENT
FY 2005 Actual Performance Targets Achieved
(complete one for each school in need of improvement)

LEA: _____

County: _____

Project Code: NCLB-_____**-06**

School: _____

| 2005 Baseline Data and Performance Targets | 2005 Actual Outcomes |
|--|----------------------|
| | |

TITLE I – SCHOOL IN NEED OF IMPROVEMENT
Description of Selected Priority Problems Identified During the Needs Assessment
(complete one for each school in need of improvement)

LEA: _____

County: _____

Project Code: NCLB-_____**-06**

School: _____

Description of Priority Problem

Target Population:

CAPA Findings (include standard and indicator numbers):

AYP Indicator Missed:

Causes of Selected Problem:

Areas to be Measured:

Measurement Tool:

Identification of Data Sources:

Other Relevant Information:

Person Responsible for Implementing Improvement:

Priority Problem Codes: Population Letter and Problem Number _____

Description of Priority Problem

Target Population:

CAPA Findings (include standard and indicator numbers):

AYP Indicator Missed:

Causes of Selected Problem:

Areas to be Measured:

Measurement Tool:

Identification of Data Sources:

Other Relevant Information:

Person Responsible for Implementing Improvement:

Priority Problem Codes: Population Letter and Problem Number _____



- Do the selected priority problems include all student subgroups not making AYP?

TITLE I – SCHOOL IN NEED OF IMPROVEMENT

Plan Report

(complete one for each school in need of improvement)

LEA: _____ County: _____ Project Code: NCLB _____-06 School: _____

School Improvement Plan Committee

Date(s) of Meetings/Consultations: _____

☐ **Parents:**

Number _____ Grades/Programs Represented _____

☐ **School Staff:**

Classroom teachers (number) _____

Positions Represented (number): Reading Specialist _____ Math Specialist _____ Principal _____ Vice Principal _____

School Facilitators _____ Learning Consultant _____ Other (specify) _____

☐ **LEA Representatives:**

Number _____ Positions _____

☐ **Outside Experts:** (name of facility)

Institution of Higher Education _____

Technical Assistance agencies (non-profit) _____ Consultants (for profit) _____

Other (specify) _____

☐ **Peer Reviewers:**

☐ Teacher ☐ Administrator From: _____

Area of Expertise: ☐ School Improvement ☐ Content Expert. Identify content area: _____

☐ Teacher ☐ Administrator From: _____

Area of Expertise: ☐ School Improvement ☐ Content Expert. Identify content area: _____

☐ Teacher ☐ Administrator From: _____

Area of Expertise: ☐ School Improvement ☐ Content Expert. Identify content area: _____

TITLE I – SCHOOL IN NEED OF IMPROVEMENT

Plan Report

(complete one for each school in need of improvement)

LEA: _____ County: _____ Project Code: NCLB _____-06 School: _____

Essential Elements

1. What strategies, programs and/or activities does the school improvement plan include to address each of the following areas:
 - teaching and learning in core academic subjects;
 - professional development
 - technical assistance; and
 - parent involvement.
2. Indicate the plan's measurable goals for all subgroups in each of the following areas:
 - teaching and learning in core academic subjects;
 - professional development
 - technical assistance; and
 - parent involvement.
3. Describe the scientifically based research used to support the plan's strategies, programs and/or activities for teaching and learning in the core academic subjects?
4. Identify extended day and/or extended year programs and activities that will be incorporated, as appropriate, that address teaching and learning in the core academic subjects?

Title I – School in need of Improvement Plan Report (continued)

5. Describe the professional development activities that will be implemented to address:
 - the teaching and learning process to increase content knowledge;
 - the use of scientifically based instructional strategies in core academic subjects;
 - the alignment of classroom activities with academic content standards and assessments;
 - training to analyze classroom and school-level data to inform instruction
6. What provisions are in the school improvement plan to support high-quality, structured mentoring of new teachers, including professional development activities?
7. Describe the steps the school will take to provide the parents of each student with written notice about the school’s identification for improvement?
8. What resources will be allocated and/or reallocated to support implementation of the school improvement plan?
9. Explain the responsibilities of the LEA and the SEA in implementing the plan and providing, or providing for, technical assistance.
10. Explain the peer review process used for review of this improvement plan.

Attach additional pages as required.

*Must complete separate page for each school in need of improvement.



Check Before Proceeding:
Have your CAPA prioritized recommendations been included in your plan?

TITLE I – SCHOOL IN NEED OF IMPROVEMENT Program Plan

LEA: _____ **County:** _____ **Project Code:** NCLB- _____ **-06 School:** _____

Include Goals, Identified Needs, Performance Indicators, Performance Targets, Measurement Tools, and Program Activities Based on Scientifically Based Research.

| (1) Selected Priority Problem(s)/ Populations Identified During Needs Assessment Use Problem(s) Codes | (2) Performance Goal(s) and Indicator Code(s) | <ul style="list-style-type: none"> • <i>Annual Performance Target(s) for Each Year: 2006 and 2007</i> • <i>Actual Performance Target(s) Achieved From Prior Year</i> | | | (6) Scientifically Based Program <u>and</u> Activities | (7) CAPA Findings & Recommendations (include standard & indicator numbers only) | (8) AYP Indicator Missed |
|---|---|--|------------------------------|-----------------------------|--|---|--------------------------|
| | | (3) Baseline Data and Performance Target | (4) Actual Outcome from 2005 | (5) Measurement Tool/Method | | | |
| | | | | | | | |



Check Before Proceeding:

- Has an evaluation of 2005 NCLB activities been made for decision making for the 2006 planned activities for NCLB?
- Does the program plan for schools in need of improvement include the required NCLB elements of the school improvement plan? Are required professional development activities included?

TITLE I – DISTRICT PLAN TO SUPPORT SCHOOLS IN NEED OF IMPROVEMENT

LEA: _____

County: _____

Project Code: NCLB _____-06

Required Elements

1. Describe the fundamental teaching and learning needs of the schools in the LEA, especially the academic problems of low-achieving students.
2. Define specific measurable achievement goals and targets for each of the student subgroups whose disaggregated results are included in the state's definition of AYP.
3. Identify strategies grounded in scientifically based research that will strengthen instruction in core academic subjects.
4. Describe student learning activities before school, after school, during the summer, and during any extension of the school year.
5. Describe professional development for instructional staff that focuses primarily on improved instruction.
6. Define strategies to promote effective parental involvement in schools in the LEA.
7. Explain why the LEA's previous plan did not bring about increased student academic achievement.
8. Specify the fiscal responsibilities of the LEA.
9. Specify how the state can provide technical assistance to assist the district in its work with the schools identified for improvement.
10. Complete the checklists for schools that are in corrective action (year 4) or planning for restructuring (year 5).

Use additional sheets as required.



Check Before Proceeding: Have your CAPA recommendations been included in your plan?

Title I School in Need of Improvement Plan Report Element for Corrective Action Schools (Year 4)

The district must complete a checklist for each school in corrective action. If the corrective actions you check off under "District Corrective Action Requirements" below change, you must file an amendment to this application.

| District: School Name: | County: | |
|--|---|----|
| Plan Elements | Yes | No |
| <p><u>Parental Notification*:</u> The district has notified parents of children enrolled in the corrective action school of the following:</p> <ul style="list-style-type: none"> A. What corrective action means and how academic achievement levels at this school compare to those at other schools in the district and in the state. B. Why the school was identified and how parents can become involved in addressing the academic issues that led to the identification. C. The parents' option to transfer their child to another school in the district that has not been identified for improvement. D. How parents of eligible children can obtain supplemental educational services for their child. <p><u>Attach copy of letter with the application.</u></p> | <div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 20px;"></div> | |
| <p><u>District Responsibility:</u> The district continues to ensure the following:</p> <ul style="list-style-type: none"> A. All students have the option to transfer. B. Supplemental educational services are available to eligible students in the school. C. The district will provide technical assistance to the school. | <div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 20px;"></div> | |
| <p><u>District Corrective Action Requirements:</u> The district must take at least one of the following corrective actions. Indicate each action that applies.</p> <ul style="list-style-type: none"> A. Provide, for all relevant staff, appropriate, scientifically research-based professional development that is likely to improve academic achievement of low-performing students. B. Institute a new curriculum grounded in scientifically based research and provide appropriate professional development to support its implementation. C. Extend the length of the school year or school day. D. Replace the school staff who are deemed relevant to the school not making adequate progress. E. Significantly decrease management authority at the school. F. Restructure the internal organization of the school. G. Appoint one or more outside experts to advise the school (1) how to revise and strengthen the improvement plan it created while in school improvement status; and (2) how to address the specific issues underlying the school's continued inability to make AYP. §1116(b)(7)(C); §200.42 | <div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 20px;"></div> | |

*Attach a copy of the parental notification letter(s).

Title I School in Need of Improvement Planning for Restructuring (Year 5)

The district must complete a checklist for each school identified to plan for restructuring. Project which alternative governance option(s) you think will be implemented. If this changes after the TA session or during the planning year, you must file an amendment to this application. Your restructuring plan must be submitted and approved by 1/16/06.

| District: School Name: | County: | |
|---|--|----|
| Plan Elements | Yes | No |
| <p><u>Notification Requirements*</u>: The district has done the following:</p> <p>A. Provide both parents and teachers with prompt notice of the decision.</p> <p>B. Provide both groups with the opportunity to comment on the decision before it takes any restructuring action.</p> <p>C. Invite both teachers and parents to participate in the development of the school's restructuring plan. §1116(b)(8)(C)</p> <p><u>Attach copy of letter with the application.</u></p> | <div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 5px;">Date</div> <div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 5px;">Date</div> <div style="border-bottom: 1px solid black; height: 20px;">Date</div> | |
| <p><u>Additional Parent Notification:</u> The district has notified parents of children enrolled in the identified school of the following:</p> <p>A. What the identification means and how academic achievement levels at this school compare to those at other schools in the district and in the state.</p> <p>B. Why the school was identified and how parents can become involved in addressing the academic issues that led to the identification.</p> <p>C. The parents' option to transfer their child to another school in the district that has not been identified for improvement.</p> <p>D. How parents of eligible children can obtain supplemental educational services for their child.</p> | <div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 5px;">Date</div> <div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 5px;">Date</div> <div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 5px;">Date</div> <div style="border-bottom: 1px solid black; height: 20px;">Date</div> | |
| <p><u>District Responsibility:</u> The district ensures the following:</p> <p>A. All students continue to have the option to transfer.</p> <p>B. Supplemental educational services continue to be available to eligible students in the school.</p> <p>C. It has developed a restructuring plan, outlined by NCLB regulations and consistent with NJ practice and statutes, to implement one of the following alternative governance systems for the school. Check all that apply.</p> <ol style="list-style-type: none"> 1. Replace all or most of the school staff, which may include the principal, who are relevant to the school's inability to make adequate progress. 2. Enter into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness, to operate the school as a public school. 3. Intervene in the operation of the school consistent with the New Jersey Quality School Accountability Continuum. 4. Re-open the school as a public charter school as defined by state statute and regulation. 5. Implement any other major restructuring of the school's governance that is consistent with the principles of restructuring. §1116(b)(8)(B) | <div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 20px;"> </div> | |
| <p><u>District Assistance in Year One of Restructuring:</u> The technical assistance design for a school being restructured emphasizes the following:</p> <p>A. The importance of improving instruction by using strategies grounded in scientifically based research so that all children in the school achieve proficiency in the core academic subjects of reading and mathematics.</p> <p>B. The importance of analyzing and applying data in decision-making.</p> | <div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 20px;"> </div> | |

* Attach a copy of the parental notification letter(s).

TITLE I – SCHOOL IN NEED OF IMPROVEMENT

Supplemental Educational Services

(For Each School in Need of Improvement for a Second Year)

LEA: _____

COUNTY: _____

NCLB-_____ - 06

| School in Need of Improvement | Number of Eligible Students | Notice to Parents | Service Design | List of Providers |
|-------------------------------|-----------------------------|---|--|-------------------|
| School Name: | | <input type="checkbox"/> Letter (attach copy) <input type="checkbox"/> Meeting/Individual <input type="checkbox"/> Other: (specify) | <input type="checkbox"/> Before School <input type="checkbox"/> Individual <input type="checkbox"/> Small Group <input type="checkbox"/> After School <input type="checkbox"/> Individual <input type="checkbox"/> Small Group <input type="checkbox"/> Weekends <input type="checkbox"/> Individual <input type="checkbox"/> Small Group <input type="checkbox"/> Summer <input type="checkbox"/> Individual <input type="checkbox"/> Small Group <input type="checkbox"/> Other: (specify) | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

* Complete one for each school in need of improvement.

Duplicate additional pages as needed

**TITLE I – DISTRICT IMPROVEMENT PLAN REPORT
FOR DISTRICTS IN NEED OF IMPROVEMENT
Essential Elements**

LEA: _____

County: _____

Project Code: NCLB _____ **-06**

1. Explain how the district is addressing the specific instructional needs of low achieving students in the LEA.
2. Describe the scientifically based research strategies that the district is using to strengthen instruction in the core academic subjects.
3. Describe, as appropriate, the student learning activities before school, after school, during the summer, and during any extension of the school year that are in place to assist low achieving students.
4. Explain how the district plans to provide, or provide for, high-quality professional development for instructional staff that is focused on instructional improvement.
5. Explain why the district's previous plan did not bring about increased student academic achievement.
6. Specify the fiscal responsibilities of the LEA.
7. Specify how the state can provide technical assistance to the district.



Check Before Proceeding: Have your prioritized CAPA recommendations been included in your plan?

Use additional sheets as required.

Title III Districts that have not met the
Annual Measurable Achievement Objectives
For two consecutive years

These pages must be completed for the following:
TITLE III-FUNDED DISTRICTS THAT HAVE BEEN NOTIFIED THAT THEY MUST
SUBMIT AN IMPROVEMENT PLAN

Title III--Annual Measurable Achievement Objectives and Performance Goals

I. Children Making Progress in learning English

(Target for 2004-5 school year 55%)

Grades K-12: In 2013-14, 100% of all LEP students will increase one level of English language proficiency after each year of English language instruction.

II. Children attaining English Proficiency

(Target for 2004-5 school year 55%)

Grades K-4: In 2013-14, 100% of all LEP students will achieve English language proficiency and exit the program in 4 full years or less.

Grades 5-12: In 2013-14, 100% of all LEP students will achieve English language proficiency and exit the program in 5 full years or less.

III. Annual Yearly Progress

Making adequate yearly progress for the LEP subgroup as described in Title I of the Parallel Application

Description of Selected Priority Problems for the District Identified
During the Needs Assessment
(Use additional pages if necessary)

LEA: _____ County: _____

Description of Priority Problem:

Problem Statement:

Is the problem district wide or school specific? If school specific, indicate school(s):

Cause of Selected Problem (factors that prevented achievement of AMAO and AYP targets):

Data/Information relevant to the problem:

Person Responsible for Implementing Improvement:

Description of Priority Problem:

Problem Statement:

Is the problem district wide or school specific? If school specific, indicate school(s):

Cause of Selected Problem (factors that prevented achievement of AMAO and AYP targets):

Data/Information relevant to the problem:

Person Responsible for Implementing Improvement:

DISTRICT IMPROVEMENT PLAN

(Complete for each Priority Problem Identified)

LEA _____ County _____

| Priority Problem Identified during Needs Assessment | Applies to which Performance Goal? (1) Making progress in learning English, (2) Exiting LEP programs, (3) AYP for LEP population | Actions to be taken to resolve the problem. (Include scientifically- based programs that might be used, if applicable.) | How will the actions be monitored and evaluated? | Will actions be taken at the school and/or district level? Who will monitor actions at each level? | Specify the type of technical assistance that would assist you district in this effort. |
|---|--|---|--|--|---|
| | | | | | |

Parallel Application Appendix

This appendix includes documents that LEAs may find useful as you complete your application.

ABBOTT and NCLB PROGRAM PLAN CHART

(For completion of the 2005-06 Parallel Application and alignment to the Abbott District and School Report on Instructional Priorities)

The following addresses the goal of having one single plan for Abbott districts and schools in need of improvement that meet both Abbott and NCLB requirements. The 2005-06 application period will be a transition year in preparation for a unified plan.

Background

Abbott district and school reports on instructional priorities were completed in February and March of 2005, in accordance with the Guidance document, *Improving Learning and Literacy in Abbott Classrooms*.

The 2005-06 School Reports on Instructional Priorities were somewhat aligned with Title I requirements for schools in need of improvement and included some of the same forms used by Title I in prior years. However, since then the Department has made additional changes that will have to be addressed by the Abbott districts and schools in the 2005-06 NCLB Parallel Application. The following checklist has been prepared to assist Abbott districts and schools in determining what has been completed for the Abbott district and school report on instructional priorities report and the additional information required for the NCLB Parallel Application. Districts and schools may use the information from their 2005-2006 Abbott report on instructional priorities to complete the 2005-2006 NCLB Parallel Application. The third column describes what districts and schools must do to meet NCLB and Abbott requirements.

Instructions for completing NCLB Parallel Application and including the Abbott report on instructional priorities

| 2005-2006 NCLB Parallel Application Forms/Requirements | Improving Learning and Literacy in Abbott Classrooms (aka the Guidance Document) | Instructions for Alignment |
|---|---|--|
| <i>DISTRICT PLAN</i> | | |
| Cover Page | None required | Complete the NCLB Parallel Application cover page. |
| Participation and Collaboration in Application Development | Participation and collaboration is stressed, but a form is not provided | Complete the form in the NCLB Parallel Application. |
| Equitable Access, Coordination of Programs and Participation | Not all the programs and services are covered | Complete NCLB Parallel Application form. |
| District Needs Assessment | Development of district instructional priorities is based on evidence, including use of achievement data and information provided by the Division (e.g. predictive model analysis for 2002-2004), the 1999-2004 Guidance Workbook Needs Assessment. | Complete the district NCLB priority needs assessment "grid." However the needs already identified for Abbott should be consistent with NCLB requirements. Districts may add additional NCLB needs. |

| 2005-2006 NCLB Parallel Application Forms/Requirements | Improving Learning and Literacy in Abbott Classrooms (aka the Guidance Document) | Instructions for Alignment |
|---|--|--|
| FY 2005 Actual Performance Targets Achieved | Discussed during the face-to-face meetings and addressed in subsequent communications with the district. | Complete NCLB Parallel Application form. |
| Description of Priorities | As outlined in the Guidance document, p.26. | Complete the NCLB Parallel Application form. Include the Abbott Instructional Priorities and any other identified as a result of the needs assessment |
| <p>NCLB Performance Goals and Indicators:</p> <ol style="list-style-type: none"> 1. All students proficient in LAL and Math, 2. LEP students will be proficient in English, LAL and Math 3. All students taught by highly qualified teachers 4. All students educated in safe, drug-free environment, 5. All students will graduate from high school <p>* LEA Derived Goals and Indicators</p> | <p>The checklists for elementary, middle grades, high school and district included in the Guidance Document address the Performance Goals and Indicators. Abbott districts must also address the following Division Initiatives:</p> <ul style="list-style-type: none"> • Preschool, • IEL K-5, • Secondary Education: small organizational structures, increase academic rigor (e.g., Algebra 1 and English) and personalization | Complete the NCLB Parallel Application form by including/pasting the Abbott instructional priorities in column (1) and Division initiatives under "LEA Derived Goals and Indicators" giving sequential numbering. |
| District Program Plan | District Report on Instructional Priorities | --Cut and paste the three to four Abbott district-wide priorities into the NCLB Parallel District plan --Attach Abbott District Report on Instructional Priorities |
| Title I-Parental Involvement and Notification | N/A | |
| <i>SCHOOL IMPROVEMENT PLANS</i> | | |
| Title I-School in Need of Improvement (School Needs Assessment) | School Needs Assessment using the predictive model for 2002-2004 plus the 1999-2004 Guidance Workbook Needs Assessment | Schools should complete the NCLB Parallel Application needs assessment "grid." However, then priority instructional needs already identified through the Predictive Statistical Model and the Guidance Workbook should address NCLB requirements and provide a more precise measure of the needs. Schools may add additional needs not included in their 2005-2006 plans based on additional data. |
| Title I-School in Need of Improvement (FY 2005 Actual Performance Targets Achieved) | The form is not included in the Abbott School Report of Instructional Priorities. | Update NCLB Parallel Application form. Refer to Column 3 of Abbott school report on instructional priorities. Cut the Baseline Data and Performance Target columns in the Abbott school report on instructional |

| 2005-2006 NCLB Parallel Application Forms/Requirements | Improving Learning and Literacy in Abbott Classrooms (aka the Guidance Document) | Instructions for Alignment |
|---|---|---|
| | | priorities and paste the information in this form, column 3. The actual Outcome from 2004 in the Abbott School Program Plan should be updated to reflect 2005. |
| Description of Priority Problems | The Division asks districts to think about questions regarding student performance – see Elementary section, p. 5 and p. 8 and 9 of Guidance document | Update NCLB Parallel Application form. Enter the priorities for 2005-2006 included in your Abbott School Report on Instructional Priorities from column (1). |
| Title I School In Need of Improvement Plan Report, including the following: <ul style="list-style-type: none"> School Improvement Plan Committee | Not included. | Complete NCLB Parallel Application form. |
| <ul style="list-style-type: none"> Essential Elements | Included in the Guidance Document and refer to as “Instructional Priorities/Essential Elements | Update NCLB Parallel Application form. Since new elements have been added to this form in the Parallel Application for 2005-2006, the school should update the information and include it in the Title I School In Need of Improvement Plan Report, Essential Elements. |
| Title I-School in Need of Improvement Program Plan | Included in the Guidance Document and referred to as “Instructional Priorities/School in Need of Improvement Program Plan” | Include the plan in the NCLB Parallel Application and update as needed to reflect the 2005-2006 instructional priorities and needs assessment. |
| Title I-District Plan to Support Schools in Need of Improvement | This is consistent with Abbott direction | Complete NCLB Parallel Application form. |
| Title I—Schools In Need of Improvement (Supplemental Educational Services) | N/A | Complete NCLB Parallel Application form. |
| Essential Elements | | Complete NCLB Parallel Application form |
| Title I Schools In Need of Improvement (Plan Report Elements for Corrective Action Schools (Year 4)) | See 2005-2006 Guidelines manual pages 35 and 36. | Complete NCLB Parallel Application form |
| Title I Schools in Need of Improvement (Planning for Restructuring (Year 5)) | N/A | Complete NCLB Parallel Application form |
| Title I—District Improvement Plan Report for District in Need of Improvement Plan Report | N/A | Complete NCLB Parallel Application form |
| Title III Districts that have not met the Annual Measurable Achievement Objectives for two consecutive years. | N/A | Complete NCLB Parallel Application forms |

TITLE III – PARENTAL NOTIFICATION REQUIREMENTS

LEA: _____ County: _____ NCLB- _____-06

| Required Element | Yes | No |
|--|---------------|----|
| 1. The school(s) have informed the parent(s) of a limited English proficient (LEP) student that their child has been identified for participation in a language instruction educational program within 30 days after the beginning of the school year (or, for students who arrive after the beginning of the school year, within two weeks of the child's placement in a language instruction program). | Include Date: | |
| 2. The notification identifies why the child was identified as LEP and why the child needs to be placed in a language instructional educational program that will assist the child to develop and attain English proficiency and meet state standards | | |
| 3. The notification is distributed to parent(s) of participating LEP children, in an understandable and uniform format and, to the extent practicable, in a language the parents understand. * | | |
| 4. Parents are informed about the child's level of English proficiency, how such level was assessed, and the child's academic level. | | |
| 5. The method of instruction that will be used to serve the LEP child, including a description of other methods of instruction available and how those methods differ in content, instructional goals, and the use of English and a native language, if applicable are communicated to parents. | | |
| 6. The parents are notified of how the program will meet the specific needs of the child in attaining English and meeting state standards. | | |
| 7. Parents of participating LEP children are informed about the program's exit requirements, the expected rate of transition into a classroom not tailored for LEP students, and, in the case of high school students, the expected rate of graduation. | | |
| 8. The school(s) informs parents of participating LEP children of how the instructional program will meet the objectives of an individualized education program of a child with a disability. | | |

| | | |
|---|--|--|
| 9. Written guidance on the rights that parents have to remove their child from a program upon their request, or to choose another program or method of instruction, if available, and how parents will be provided assistance in selecting the best program to serve their child is provided. | | |
|---|--|--|

| Required Element | Yes | No | N/A |
|--|---------------|----|-----|
| 10. Parents have been notified if their child's school district has failed to make progress in meeting the state's Annual Measurable Achievement Objectives (AMAOs) within 30 days after the failure occurs. | Include Date: | | |
| 11. The district has implemented an effective means of outreach to parents of LEP children which includes information on how parents of LEP children can become involved in the education of their children and how they can participate in helping their children learn English, achieve at high levels in the core academic subjects and meet state standards. | | | |

**Notification of Bilingual/ESL Program Placement
Sample Letter**

_____ **Initial Placement** _____ **Continuing Placement**

Name of Student: _____ Date: _____

District: _____

School: _____

Dear Parent(s) or Guardian:

Based on your child's English proficiency test scores, level of academic achievement, and teacher recommendation, we are pleased to inform you that your child will receive instruction in our district's _____ program. The goal of the district's _____ program is to help your child learn English and meet age-appropriate academic standards. Although you may request to have your child removed from the _____ program, students normally participate for a period of _____ years. Multiple criteria are used in making determinations regarding when a student no longer needs program services. These criteria include:

If your child has an Individualized Education Program (IEP), improvement in his/her ability to speak, read, and write in English will help meet the objectives of their IEP.

Your child's level of English was measured using the following test:

Level of English Proficiency: _____

Your child's level of academic achievement was measured using the following:

Level of academic achievement based on the above assessment: _____

The method of instruction used in your child's language assistance program is:

English as a Second Language (ESL) _____

Bilingual Education:

Part-time _____

Full-time _____

English Language Services (ELS) _____

Program Description:

Other information:

Please contact _____ (name)

_____ (title)

(phone number) _____

e-mail _____

in order to request additional information regarding available services or decline program services.

Sincerely,

BILINGUAL AND ESL PROGRAMS
FOR DISTRICT USE ONLY
 (Use multiple forms if District has More than 4 Schools)

LEA _____ County _____

| | | Evaluation by School (Insert School Name) | | | |
|---|---|---|----------|---------|---------|
| | | School: | School : | School: | School: |
| A. Performance Data By School | 1. Grades in School: | | | | |
| | 2. # of LEP Students | | | | |
| | 3. % LEP Students Improving 1 or more Levels in 2004-5 | | | | |
| | 4. % Students meeting exiting criteria | | | | |
| | 5. Did the school meet Title I AYP for LEP subgroup in English Language Arts? Yes/No/Not Applicable | | | | |
| | 6. Did the school meet AYP for LEP subgroup in Mathematics? Yes/No/ Not Applicable | | | | |
| B. Time and Frequency of ESL Instruction | 1. How many hours of ESL instruction time are provided daily to students? | | | | |
| | 2. What is the teacher/student ratio per instructional period? | | | | |
| | 3. Do ESL teachers pull-out students? If yes, what subjects are the students missing? | | | | |
| | 4. How are students grouped for instruction? | | | | |
| C. Curriculum (yes/no) | 1. Is the ESL curriculum a written document closely aligned with the New Jersey Language Arts Literacy Core Curriculum Content standards and the New Jersey English Language Proficiency Standards? | | | | |
| | 2. Does the ESL curriculum contain thematic connections to grade-level content curricula? | | | | |
| | 3. Does the ESL curriculum | | | | |

| | | Evaluation by School (Insert School Name) | | | |
|--|--|---|----------|---------|---------|
| | | School: | School : | School: | School: |
| | reflect current research and best practices for teaching English language learners? | | | | |
| | 4. Does the curriculum incorporate the skills of listening, speaking, reading and writing at all levels of proficiency? | | | | |
| C. | Total Number of “No”s by School for the answers C1 - C4 | | | | |
| | % No (Sum above divided by 4 and multiplied by 100) | | | | |
| D. Instructional Practices (yes/no) | 1. Is learning time during the school day for ESL services given the same priority as other instructional programs? | | | | |
| | 2. Are the techniques and materials used for ESL instruction appropriate to the English language proficiency levels of students? | | | | |
| | 3. Is there ongoing communication among teachers of ELLs? | | | | |
| | 4. Do bilingual, ESL, and mainstream teachers collaborate regularly to plan instruction and design evaluation to improve achievement of language minority students? | | | | |
| | 5. Are instructional adaptations made to meet the diverse needs of students, addressing varying cultural factors and learning styles? | | | | |
| | 6. Is student performance continually analyzed to reveal strengths and limitations of student learning? Are priorities for student learning clearly defined and related to the performance analysis? | | | | |

| | | Evaluation by School (Insert School Name) | | | |
|--|---|---|----------|---------|---------|
| | | School: | School : | School: | School: |
| | 7. Are students provided opportunities for meaningful practice of listening, speaking, reading, writing, and viewing in authentic contexts? | | | | |
| D. | Total Number of “No”s by School for the answers D1-D7 | | | | |
| | % No (Sum above divided by 7 and multiplied by 100) | | | | |
| E. Identification/Assessment Practices (yes/no) | 1. Does the district have a process for identification, placement, monitoring, and mainstreaming ESL students that includes the use of a language proficiency test? | | | | |
| | 2. Are multiple student assessment measures used to inform the instructional decision-making process? | | | | |
| | 3. Do assessment practices mirror instructional practices and are they an ongoing part of the learning process? | | | | |
| | 4. Do performance-based assessments occupy a major part of the assessment plan and involve tasks that are real-life, meaningful, and worthwhile? | | | | |
| | 5. Does the district have a mechanism for reporting ELLs’ progress on a regular basis? | | | | |
| | 6. Do teachers and administrators use ESL student assessment results to enhance instruction, improve student performance, and aid program placement? | | | | |
| | 7. Are there mechanisms in place to recognize the academic success of ELLs (e.g. newsletter, award assemblies, notice board, etc.)? | | | | |
| | 8. Do ELLs have the necessary | | | | |

| | | Evaluation by School (Insert School Name) | | | |
|----------------------------------|---|---|----------|---------|---------|
| | | School: | School : | School: | School: |
| | English language proficiency skills before they exit the ELL program? | | | | |
| | 9. Are test-taking skills taught to ELLs? | | | | |
| | 10. Are students screened for potential reading problems? | | | | |
| | 11. Are ELLs monitored for performance in mainstream classes before and after exiting the ESL program? | | | | |
| E. | Total Number of “No”s by School for the answers E1-E11 | | | | |
| | % No (Sum above divided by 11 and multiplied by 100) | | | | |
| F. Parent/Community Involvement. | 1. Is there ongoing communication with parents in English and in the native language? | | | | |
| | 2. Are consistent efforts made to “showcase” the ESL program in the district and the community? | | | | |
| | 3. Are multicultural programs that showcase the cultures represented by ESL students provided? | | | | |
| F. | Total Number of “No”s by School for the answers F1-F3 | | | | |
| | % No (Sum above divided by 3 and multiplied by 100) | | | | |
| G. Resources/Support | 1. Do the school’s practices reflect shared responsibility and collaboration among all educational professionals working with ESL students? | | | | |
| | 2. Is the ESL program fully integrated into the school and do school leaders ensure that all teachers and staff understand its function? | | | | |
| | 3. Are comparable resources allocated to the ESL program and its staff as to other content area programs in the school? | | | | |

| | | Evaluation by School (Insert School Name) | | | |
|-----------------------------|--|---|----------|---------|---------|
| | | School: | School : | School: | School: |
| | 4. Do school administrators demonstrate consistent support for the ESL program in the areas of advocacy, planning, staffing, staff development, and multicultural programs? | | | | |
| | 5. Do all school leaders, teachers, and staff communicate concern for and interest in the success of ESL students? | | | | |
| G. | Total Number of “No”s by School for the answers G1-G5 | | | | |
| | % No (Sum above divided by 5 and multiplied by 100) | | | | |
| H. Professional Development | 1. Has the majority of the ESL teachers in each school attended professional conferences and/or workshops in the area of ESL education in the past year? | | | | |
| | 2. Have professional development activities in the past year included at least two of the following: cultural sensitivity training, peer coaching, team teaching, teacher study groups, collaborative learning, and collegial planning sessions? | | | | |
| | 3. Does the school’s professional development program develop the content knowledge and pedagogical skills necessary to design and deliver high-quality curriculum to ESL students? | | | | |
| | 4. Is profession development based on research? | | | | |
| | 5. Is professional development inclusive of bilingual and ESL teachers? | | | | |
| H. | Total Number of “No”s by School for the answers H1-H5 | | | | |
| | % No (Sum above divided by 5 and multiplied by 100) | | | | |
| I. Add | 1. Add additional issues that you feel are relevant to the | | | | |

| | | Evaluation by School (Insert School Name) | | | |
|----|---|---|----------|---------|---------|
| | | School: | School : | School: | School: |
| | performance of schools in your district. | | | | |
| | 2. | | | | |
| I. | Total Number of “No’s” by school for the answers in I | | | | |
| | % No (Sum above divided by the number of additional issues and multiplied by 100) | | | | |

NONPUBLIC SCHOOL SURVEY LETTER

(TITLE I ONLY)

(District Letterhead)

Dear Parents:

The No Child Left Behind Act of 2001 reauthorized federal legislation to continue to provide a variety of programs, materials and services to children and teachers in nonpublic schools similar to those provided to public school students and teachers. These activities are enhanced by additional federal funds provided for areas with families whose income falls below specific levels or who benefit from other federal assistance programs. In order for our children to benefit from these additional funds, it is very important for us to know how many children attending our school come from these families.

Please review the enclosed survey and simply indicate by a Yes or No if you meet the criteria. This information is essential to insure our continued participation in the federal programs, such as Title I, currently serving your child(ren). It is an important benefit that we do not want to lose. Please sign and return this form as soon as possible. All information will be kept confidential.

Thank you for your assistance with this survey.

Sincerely,

Principal of Nonpublic School

Enclosure

SAMPLE NONPUBLIC SCHOOL SURVEY

(TITLE / ONLY)

Family Survey

1. Use the attached: Income Eligibility Guidelines

Is your family income less than the amount in column 1 (Federal Poverty Guidelines)?

Yes _____ No _____

Is your family income less than the amount in column 2 (Reduced Price Meals)?

Yes _____ No _____

Is your family income less than the amount in column (Free Meals) 3?

Yes _____ No _____

2. Are you receiving assistance under the Temporary Assistance to Needy Families (TANF) program?

Yes _____ No _____

3. Are any of your children eligible to receive medical assistance under the Medicaid program?

Yes _____ No _____

Signature _____

Name (please print) _____

Address _____

This information may be reproduced in English, Spanish and any other language necessary for a particular locality.

Telephone calls may need to be made to parents who did not respond, particularly if the school felt that they might qualify.

Sample Nonpublic School Request for Consultation Letter

(District Letterhead)

(Date)

(Heading)

Dear (Nonpublic School Representative):

[LEA Name(s)] district(s) will soon be making application for grant funds under No Child Left Behind (NCLB). This application includes the following formula programs:

- Title I, Part A: *Improving Basic Programs Operated by Local Education Agencies*
- Title II, Part A: *Teacher and Principal Training and Recruiting Fund*
- Title II, Part D: *Enhancing Education Through Technology*
- Title III, Part A: *Grants and Subgrants for English Language Acquisition and Language Enhancement*
- Title III, Part A: *Immigrant*
- Title IV, Part A: *Safe and Drug-Free Schools and Communities Act*
- Title V, Part A: *Innovative Programs*

Before making application, we are required to consult with you in order to ascertain the needs of children and teachers enrolled, and/or employed in your school, who are within our jurisdiction. A planning meeting will take place at (time) on (date) at (location). Please call (telephone number) to confirm your participation or if you have any questions.

The following will be discussed at this meeting:

- The needs of the students
- The criteria used to select student participation
- The criteria used for low income
- The services to be provided
- How and where the services will be provided
- How services will be assessed
- How funds will be used

If you cannot attend this meeting, you may wish to send me suggestions or contact me via telephone. Written or verbal input must be received no later than the meeting date listed above.

If you do not wish to participate in one or more of the programs listed above, please complete the enclosed Nonpublic School Participation Refusal and return it to me within two weeks of receiving this letter.

Sincerely,

Chief School Administrator

Enclosure

INCOME ELIGIBILITY GUIDELINES

(Effective from July 1, 2004 to June 30, 2005)

| Household Size | Federal Poverty Guidelines | Reduced Price Meals - 185% | | | Free Meals - 130% | | |
|--|----------------------------|----------------------------|---------|---------|-------------------|---------|-------|
| | Annual | Annual | Month | Week | Annual | Month | Week |
| 48 CONTIGUOUS STATES, DISTRICT OF COLUMBIA, GUAM AND TERRITORIES | | | | | | | |
| 1 | \$9,310 | \$17,224 | \$1,436 | \$332 | \$12,103 | \$1,009 | \$233 |
| 2 | \$12,490 | \$23,107 | \$1,926 | \$445 | \$16,237 | \$1,354 | \$313 |
| 3 | \$15,670 | \$28,990 | \$2,416 | \$558 | \$20,371 | \$1,698 | \$392 |
| 4 | \$18,850 | \$34,873 | \$2,907 | \$671 | \$24,505 | \$2,043 | \$472 |
| 5 | \$22,030 | \$40,756 | \$3,397 | \$784 | \$28,639 | \$2,387 | \$551 |
| 6 | \$25,210 | \$46,639 | \$3,887 | \$897 | \$32,773 | \$2,732 | \$631 |
| 7 | \$28,390 | \$52,522 | \$4,377 | \$1,011 | \$36,907 | \$3,076 | \$710 |
| 8 | \$31,570 | \$58,405 | \$4,868 | \$1,124 | \$41,041 | \$3,421 | \$790 |
| | | | | | | | |
| For each add'l family member add | \$3,180 | \$5,883 | \$491 | \$114 | \$4,134 | \$345 | \$80 |

Note: For Title I, the same criteria must be used for both the public and private school students. If the public schools use the 10/15/04 ASSA data when completing the Title I Eligibility page for the FY 2006 NCLB application, this data should be used for the private schools. If the district uses more current data (as of July 1, 2005), the corresponding income eligibility guidelines (July 1, 2005 to June 30, 2006) can be found at: <http://www.fns.usda.gov/cnd/Governance/notices/iegs/IEG05-06.pdf>